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Major elements of this cooperative training project by the University of Wyoming will be a Federally funded 1969 summer institute (the third in a series) for 35 administrators of adult basic education (ABE) in Wyoming, Colorado, Utah, Montana, and Idaho; a year-round demonstration library and center for ABE materials and equipment; a regional system of two-day inservice training seminars for ABE teachers and administrators, with national, state, and local involvement by interested parties; and program evaluation using pretests and posttests of attitudes on principles of adult learning and teaching, a 50-item questionnaire, and the Kropp-Verner Attitude Scale. Such steps as more intensive teacher training programs, undergraduate opportunities for teacher preparation, use of a full-time, qualified ABE coordinator, planner, and teacher, and an experimental adult high school program beginning in the fall of 1970, have been recommended. (The document includes the seminar agenda, the attitude scale, evaluation forms for administrator workshops, seminar discussion topics, a curriculum outline, and statistical data on attitudes of summer participants.) (ly)

ED028385

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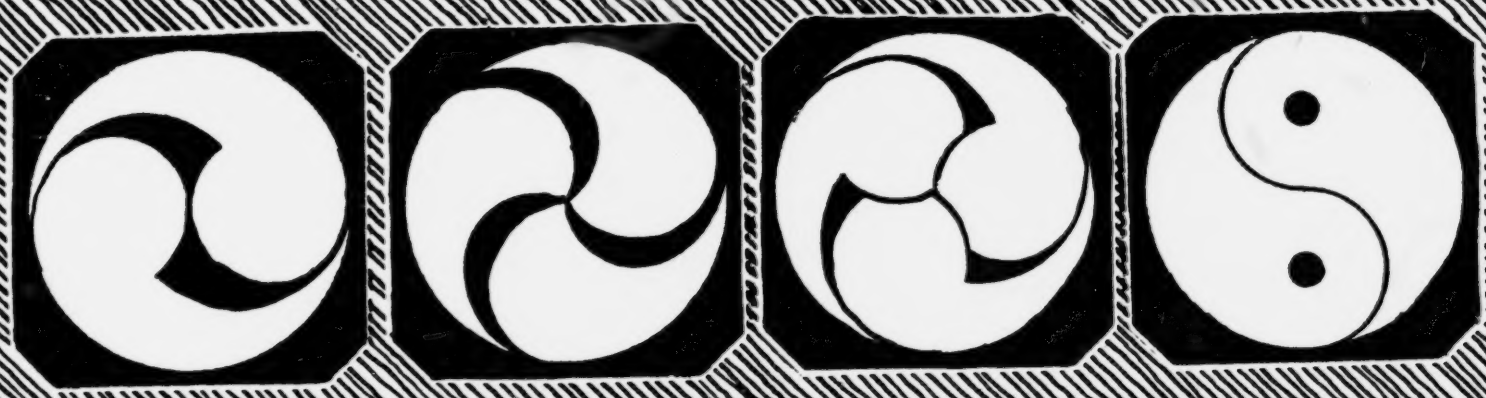
Cooperative Project In Adult Basic Education For Wyoming

1968-69



Adopted by

COOPERATIVE PROJECT

IN

ADULT BASIC EDUCATION

FOR WYOMING

1968 - 69

This report on the 1968-69 Cooperative Project in Adult Basic Education for Wyoming has been prepared by members of the Department of Adult Education and Instructional Services in the College of Education, University of Wyoming for review and consideration by staff members of the Wyoming State Department of Education.

Glenn Jensen, Department Head
Elmer Richers, ABE Intern
Frank Reed, ABE Intern

PREFACE

One of the purposes of the College of Education at the University of Wyoming is to collaborate with other educational agencies in the State in an effort to improve educational opportunities, programs, and services for our citizens.

When the opportunity arose for the members of the Department of Adult Education and Instructional Services to cooperate with the adult education personnel of the Wyoming State Department of Education to open doors for those adults in this State who are seeking a relevant and flexible kind of education for a relentlessly advancing society, I was determined to give it full support.

To open these doors meant that agencies such as the Division of Adult Education and Community Services, the community colleges, the public schools, employment security, welfare and others would have to coordinate their efforts in an attempt to meet the needs of our educationally deprived population in Wyoming. These needs are indeed complex and many. In some cases they require broad assistance, in others only minimal educational help is needed, but all require adult basic education either to get or stay with a job or to continue an educational program.

Our approach was multi-faceted. It began with a summer institute for administrators of Adult Basic Education, spread to a year-round demonstration library and examplary center for ABE materials and equipment, triggered a State wide survey of ABE students, developed into a regional system of Seminars for teachers and administrators of adult basic education and will likely culminate in an experimental high school program for Wyoming adults.

This educational program would have been impossible to even contemplate without the enthusiastic support and cooperation of the several agencies previously mentioned, particularly the officials of the Wyoming State Department of Education and the Director of the Adult Basic Education Program in that Department.

Our great concern is to encourage and help Wyoming education agencies provide the educationally deprived adult with a meaningful concept of himself and his new social role. The doors to this endeavor may be opening, thanks to those responsible for Wyoming's adult basic education programs.

Ivan R. Willey, Dean
College of Education

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Introduction

It is generally accepted today that the poor, coming out of deprived backgrounds, are extremely handicapped in their efforts to secure a standard of living that will enhance their chances of becoming fully functioning persons in an opulent society. Approximately one-fifth of the families in the U. S. have incomes of less than $3,000. Seventy-two percent of these poor families live in the southern and north central states. This distribution appears to indicate little need of concern for the other 28 percent of poverty stricken families were they evenly scattered over the remaining states. Such is not the case. Here in Wyoming we are not much better off than in those highly afflicted areas because, according to the 1960 census, we had an incidence of poverty of 16.5 percent.

Forty-eight and four tenths percent of Wyoming's urban population from 14 to 24 years of age have eight years or less of formal education, while 51.6 percent of its rural population have less than an eighth grade education. Small rural communities and towns, and a widely scattered population of 83,550 families places Wyoming in the unique position of not being able to offer its adult citizens much in the way of an opportunity to improve their educational status or their incomes.

Considering these circumstances of sparse population, long distances between communities, lack of cultural facilities and few public school adult education programs, the Wyoming State Department of Education, with federal assistance, embarked upon a State-wide program in 1966 to assist the under-educated adults in improving their lot.

Happily, the Director of Adult Basic Education in the State Department recognized that an effective State-wide program demanded the utilization of all available resources and he turned to these agencies and

institutions for help. All responded including the College of Education and the Division of Adult Education at the University of Wyoming.

During the past two years the parts of the Cooperative Project which have received major attention by the College of Education have been: (1) the summer institutes for administrators of ABE programs, (2) the development of an ABE materials and equipment center, (3) planning and development of a network of regional two-day Seminars for ABE teachers, and (4) a system of evaluation of ABE programs. Members of the College of Education are working to assist their fellows in ABE, not only by sharing resources with teachers and administrators of the State, but also by helping to evaluate individual needs and encouraging all to constantly shape and reshape educational methods and techniques to meet those needs. Just as social needs continue to change, so too must the educational tools. Only by careful planning and a constant process of open-minded evaluation can the University and the other educational institutions in the State serve their respective functions in Adult Basic Education.

This report is an endeavor to outline precisely what has been done in this regard and to recommend some specific courses of action.

Objectives of Project

The overall objective of the Cooperative ABE Project is to provide the needed leadership competencies and practical assistance necessary in the areas of teaching, research and community service pertinent and related to sound Adult Basic Education programming in Wyoming.

Specific objectives are:

--To provide consultative help to public school administrators and teachers relative to determining needs for ABE programs.

--To provide liaison service between the Wyoming State Department of Education and the College of Education.

--To acquaint teachers and administrators with various methods, techniques, and devices for teaching adults.

--To determine application of learning theory appropriate for working with adults and specifically adults in ABE.

--To provide demonstrations with available materials, equipment, personnel, and how they might be used in ABE.

--To familiarize administrators with the details and requirements for conducting an ABE program.

--To develop and provide a clearing house for resources for use in ABE.

--To serve as a liaison and service function between the local school districts offering ABE, the State Department of Education, the community colleges, and the University.

--To provide a supply of trained personnel for work in ABE in Wyoming.

--To serve as a forum for bringing together people interested in ABE to discuss, share, and solve common problems; and to open up new vistas for ABE in Wyoming.

The Project

It should be made clear to the reader that this report is not designed to account for all of the activities being conducted in the State of Wyoming which are concerned with the under-educated adult. Many agencies such as CAMPS, the Employment Security Commission, the Department of Welfare, the community colleges, WIN, and the public schools are involved not only in teaching the under-educated adult but these agencies are also recruiting teachers, experimenting with teacher aides, conducting their own training programs and evaluating the results.

The College of Education, through the coordination and support of the Wyoming State Department of Education is giving its help and support to all of these agencies through the following four areas of endeavor.

1. Summer Institutes for ABE Administrators

In the summer of 1969, the third in a series of summer institutes will be conducted by the College of Education for 35 ABE administrators, on the campus of the University of Wyoming. These administrators will be nominated by the state directors of adult education from Wyoming, Colorado, Utah, Montana and Idaho. It is likely that six will be nominated from Wyoming.

From the inception of these institutes, which are supported by funds from the USOE, a sincere effort has been made to provide administrators with selected basic skills in planning and conducting ABE programs as well as in providing a climate wherein growth might occur in the areas of leadership in teacher training, curriculum development and appraisal. Institute evaluations tend to support the belief that these institutes are meeting the administrator's needs of the clientele. At each of these institutes full utilization has been made of Adult Basic Education leaders from throughout the United States. Not only has this ongoing program helped to promote leadership in the field of ABE but it has also brought credit to the State Department and to the University of Wyoming for having been selected as one of only seven institutions of higher education in the United States conducting administrative institutes for ABE personnel. The University and the State Department have been given complete freedom by USOE in planning and conducting these institutes which has enabled the College of Education to draw heavily upon the leadership residing in Region VIII of HEW.

2. The Development of an ABE Materials and Equipment Center

It was recognizable very early in the project that special attention had to be given to the selection, housing and testing of materials and equipment pertinent to adult teaching. Scores of publishers were pushing newly developed materials and teachers were frequently at a loss as to the utilization value of these or how to use them.

As a result of this expressed need, all publishers were notified of the Cooperative Project in Wyoming and were requested to send their publications to the College of Education for examination, display and housing in the Curriculum Library. In most instances these were furnished without charge but in a few cases they were purchased as was all equipment.

All of these materials have become a part of the instructional materials resource center for ABE and are available on a loan basis, without charge, to any teacher or administrator in Wyoming conducting an ABE program through the assistance of the State Department of Education.

Generally, the materials consist of teacher guides, workbooks, reading books on three levels, student guides and testing instruments. Selected publications from the Adult Education Association of the United States and from commercial publishers were acquired in quantity for distribution to participants in the ABE in-service growth seminars.

In the area of equipment, certain items were purchased for placement in the resource center and for utilization throughout the State. This equipment is also used for teacher training at the University and in the Seminars. The major purchase of equipment and accompanying program materials were the (EDL) Educational Development Laboratories, Learning 100 reading series. This series consists of four major equipment items with hundreds of programmed filmstrips, records, reference sources, and student

booklets. Another item of equipment purchased consists of materials published by NEA on social living skills for adults. This is composed of filmstrips, records, and booklets. All of these materials have been used in the Seminars or displayed at the Seminars so as to acquaint teachers with possible uses.

A bibliography of available materials and equipment has been printed and is available from either the State Department of Education or the College of Education at the University of Wyoming. A copy of this bibliography is also available from the University of Colorado.

3. Regional Seminars

Planning procedures of the Adult Basic Education In-service Growth Project in the State of Wyoming included national, state, and local involvement of persons connected with or interested in Adult Basic Education. This planning began with representatives from the Region VIII office of the United States Office of Education, the Wyoming State Department of Education, the University of Wyoming, Wyoming community colleges, and local practioners involved in ABE programs in Wyoming. Initial planning commenced in July, 1968, and continued throughout the 1968-69 school year.

In the fall of 1968, it was decided to try to reach all ABE teachers in the State through the conduct of four teacher training Seminars. These were planned and developed at four widely separated regional locations. Powell, Wyoming, was the site of the first Seminar in November, Torrington hosted the second Seminar in January followed by Riverton in March and Rock Springs in April.

Program development and planning for the in-service growth Seminars involved all of the agencies mentioned above. Prior to each Seminar, correspondence was established with potential participants in each area in

which the Seminar was to be held, to assess their interests and needs. These desires of the participants were incorporated into the final planning for each Seminar.

Arrangements for the physical needs of each Seminar were coordinated through the University of Wyoming Department of Conferences and Institutes, university field coordinators, local school superintendents, and community colleges.

Planning for the Seminars included both the activities for each Seminar and provision for follow-up during the year with each Seminar participant. Liaison between the State Department of Education and the local school districts conducting ABE programs was provided.

The general format and conduct of each of the four Seminars followed a pattern similar to this:

Prior to each Seminar, administrators in the area were contacted and names of people involved in or interested in ABE were obtained. These people were sent invitations and asked to suggest problems to be covered in the Seminar. These suggestions were considered in planning the program and copies of the agenda were sent to those persons accepting invitations. A copy of the agenda is included in the appendix to this report.

Friday evening sessions were scheduled to begin at such a time that the participants in the area would be able to arrive without being required to depart from their respective schools before regular dismissal. The evening programs started generally with dinner and registration at 6:00 PM. The presidents of the local community colleges in all cases formally welcomed the participants and extended invitations to use the facilities. University of Wyoming field representatives presided over these meetings. Dinners were followed by talks of an inspirational nature given by keynote

speakers from Region VIII. Participants were then introduced to the format of the Seminar and were requested to complete attitude inventory scales. These scales were tabulated and evaluated after the evening sessions to help give direction to the Saturday morning sessions. Copies of these scales may also be found in the appendix.

The rest of the Friday evening sessions were spent in round table interest groups with participation and interaction by all those in attendance. This provided for discussion of individual and common problems.

Saturday morning sessions included brief presentations covering topics of interest such as motivation, methods of teaching, evaluation and use of teacher aides. Educational equipment and materials from the resource center were demonstrated with participants actively engaged in their operation. Displays of available ABE programs and publications were conveniently placed so that participants could inspect them, discuss them, and ask questions about them. Near the end of the sessions the Kropp-Verner attitude scale, mentioned elsewhere in this report, was administered for evaluation purposes. Each Seminar was closed with a summary and final word from whomever felt compelled to have the final word.

A System of Evaluation

The strength of a local ABE program is usually a reflection of the efforts of the individuals, organizations and agencies who jointly work together to plan and conduct the program. All that the University, the State Department and other agencies might do will be insignificant if the local programs do not succeed in helping adults improve themselves. Thus, the only true evaluation of the efforts described herein would center about a question relevant to the success of local programs.

This kind of evaluation is presently being conducted by other agencies and it is well that it is so because greater objectivity will likely be injected into the investigation. However, it seemed wise for the ABE staff working with the Cooperative Project to attempt some kind of evaluative efforts on their own behalf if only to discover whether or not the original objectives were being accomplished.

This effort took several forms. With the summer institutes of two weeks duration a pre and post test was administered to determine whether participants changed their attitudes substantially about basic principles of adult teaching and learning. These tests were carefully analyzed and discussed with the participants and results seem to indicate that the majority of the participants did change and realized that they changed. Whether these changes have in turn, affected administrators' work habits in the back home situation may be debatable but an attempt has been made to determine this by corresponding with each participant six months after leaving the Institute. The administrators were asked to respond to a number of items directed at discovering what they were presently doing in ABE that they were not doing prior to the Institute. Again, whether these behaviors are attributable to the Institute may be questionable but it is nevertheless interesting to discover that many are behaving in a different manner toward ABE administrative matters.

In an attempt to evaluate those parts of the Institute program which participants felt were most helpful, a questionnaire was completed by each pertinent to all phases. Program changes were made daily in response to these suggestions.

The third part of the Institute evaluation centered about an attitude scale (Kropp-Verner scale) of 20 items designed to discover general feelings of the participants toward the entire program.

Copies of these instruments may be reviewed in the appendix together with a sample of the responses.

No formal attempt at evaluating the materials center has yet been devised although many informed remarks and suggestions by users of the materials and equipment have been helpful in guiding the staff in its acquisition practices. It is anticipated that a formal evaluation instrument developed by the Educational Opportunities Division of the Follett Corporation will be utilized later this year after teachers and administrators in Wyoming have had a greater opportunity to experiment with the collection of materials.

The evaluation of the regional Seminars has been continuous and has involved the use of the Kropp-Verner Attitude Scale, a 50 item questionnaire and solicited comments relative to program content, from participants, resource people and officials from USOE. All comments and suggestions have been carefully considered and most have been incorporated into developing programs. One additional evaluative attempt will be made during the spring of 1969 when members of the Seminar staff will visit each of the regions where Seminars have been held in an effort to discuss matters of concern with teachers and administrators so that future programs might be improved.

Data reported in the appendix resulting from the several evaluations are in themselves incomplete. For in any program dealing with the education of adults there are many immeasurable benefits gained through educational experiences such as the self-confidence gain, the employment opportunities made available, the training opportunities which emerge, the reduction in welfare rolls, the favorable behavioral changes in family relationships and the precious appreciation and understanding which is acquired about the value and importance of continuing one's education.

Conclusions and Recommendations

There is some evidence now available that the Cooperative Project in ABE for Wyoming has succeeded in some of its objectives but at the same time it would be naive to assume that this initial effort has provided a firm base and an adequate ABE teacher preparation program.

Continuing experimentation, planning, realigning and program development must be conducted if success is to be attained. This will mean that efforts must be increased to maintain the continued support and cooperation of the several agencies and institutions involved most actively in ABE in Wyoming.

More intensive programs of teacher preparation should be conducted during the next two years and consideration should also be given to bringing the ABE teachers and administrators together during the summer for a week's deliberation and discussion.

Exploration should begin immediately relative to the utilization of educational TV, VERB, and audio tutorial devices in the development and presentation of teacher preparation programs.

Because most teachers now embarking upon the teaching profession are unfamiliar with the problems encountered in teaching adults, it is strongly recommended that the administration of the College of Education plan and inaugurate some kind of learning experience on an undergraduate level for those teachers who express some interest in teaching adults through a public school program.

Although the first year's experience with the employment of ABE interns has exceeded expectations, it is hereby recommended that the College of Education add to its faculty a full-time person, qualified in Adult Basic Education, who would not only coordinate and develop new programs but would in addition teach in the area of Adult Education.

This person would also have the responsibility for researching present practices and programs.

The ABE materials and equipment assembled in the Curriculum Library of the College should become an integral part of the new instructional media center and the library of materials should be expanded to include tapes made for Wyoming teachers, filmstrips for use in ABE classes and video tape recordings of successful classes.

Many factors now indicate that ABE programs in the future will be concerned not only with bringing educationally deficient adults up to an eighth grade level but rather up to the equivalent of the twelfth grade. To function in our society today requires at least a minimum of a high school education for all. It is therefore recommended that an experimental high school education program for adults be initiated during the fall of 1970 and that this program become a part of the laboratory school in the College of Education. It is further recommended that selected student teachers in the College receive some orientation in this adult school.

These recommendations are not idle thoughts destined to be read and forgotten but rather they have been developed after careful investigation of Wyoming's program as well as other state wide programs in America. When adopted they should place Wyoming in a true position of leadership in Adult Education among the 50 states.

APPENDIX

ADULT EDUCATION

January 29, 1969

Mr. Glen Jensen, Chairman
Department of Adult Education
College of Education
University of Wyoming
Laramie, Wyoming 82070

Dear Mr. Jensen:

Enclosed is a copy of the bibliography of current holdings in the DHEW Region VIII Adult Basic Education Library at the University of Colorado. We have prepared this bibliography in order to assist ABE personnel in the Region to make use of these materials. Access to the materials is open to anyone in Region VIII engaged in some phase of adult basic education as provided for in the Adult Education Act of 1966.

Quantities of this bibliography are available. I would like to see each person who is engaged in ABE have a copy. I trust you have a means of making the distribution.

Please let me know what your needs are.

Sincerely yours,

Vincent J. Amanna
University Staff Specialist

VJA:lmm
Enclosure

AGENDA
ADULT BASIC EDUCATION SEMINAR
POWELL, WYOMING

Date:
November 22-23, 1968

Place:
Northwest Community College, Powell

Participants:

Twenty-five teachers and administrators from Northwest Wyoming, representatives from State Department of Education, University of Wyoming, Northwest Community College, and Region VIII of the Department of Health, Education, and Welfare.

Program:

Friday, November 22, 6:00 p.m.

6:00 - 7:30 Dinner and Registration
Welcome: President Sinclair Orendorff, Northwest Community College
Toastmaster: Mr. James Milburn, Field Representative U. W.

7:30 - 8:15 Guest Speaker, Mr. Vincent Amanna, University of Colorado, Region VIII, University Staff Specialist
"ABE and Its Potential"

8:15 - 8:30 Introduction to format of the Institute, Dr. Glenn Jensen, University of Wyoming

8:30 - 9:30 Round Table Interest Groups
Teachers: Institute Staff
Administrators: Mr. Richard Rowles, State Department of Education

Saturday, November 23, 8:30 a.m.

8:30 - 9:30 Presentations on each of the following in 20 minute modules:
(a) Materials: instructional and professional
(b) Use of Teacher Aides
(c) Techniques, methods, devices for teaching adults

9:30 - 9:45 Break - Coffee will be available throughout the morning

9:45 - 11:45 Problem Solving Groups, 30 minute rotating modules in each of the following:
(a) ABE for Family Living
(b) ABE for Employment Orientation
(c) ABE for Communication Skills
(d) ABE for High School Completion
(e) Administrator's Roundtable

11:45 - 12:00 Wrap-up and Evaluation:
(Please Return Attached Registration Form)

THE UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION
LARAMIE, WYOMING 82070

To:

From: Richard Rowles
Adult Basic Education
Wyoming State Department of Education

Glenn Jensen
College of Education
University of Wyoming

Subject: COOPERATIVE ADULT BASIC EDUCATION: IN-SERVICE GROWTH PROJECT

As a part of the continuing program and funding for Adult Basic Education programs in the State of Wyoming, made possible from the provisions of the Adult Education Act of 1966, a phase of the program for the 1968-69 school year includes a teacher in-service training project. The training institutes will be carried out in four locations throughout the State through the combined efforts of the State Department of Education, the University of Wyoming, community colleges and local school districts.

The institutes are designed for administrators conducting ABE programs, teachers of ABE programs, and other educators connected with or interested in Adult Basic Education.

The program will attempt to meet the needs of participants to the greatest possible extent. Problems needing resolution by those in the field will be of primary concern. Specific information about the program is enclosed.

Institute participants will be reimbursed at the rate of 10¢ per mile to and from their employment location to the institute location, plus $13.00 per diem. The institute program will include Friday evening and Saturday morning sessions.

The institute location and agenda for the Powell area is attached. Please return the enclosed registration form to: Glenn Jensen, College of Education, University of Wyoming by November 15, 1968, indicating your intention to attend.

We are anticipating your participation in this institute and through this means hope to better serve you in attaining the aims which we jointly hold for Adult Basic Education programs in Wyoming.

Enclosures

ADULT BASIC EDUCATION SEMINARS
1968-1969 School Year

Attitude Scale

DIRECTIONS: On the following pages are statements concerning Adult Basic Education programs and the students and teachers in such programs. Please respond to each statement by placing a ✓ on the scale at the point which best fits your attitude concerning the statement.

1. The provision of ABE programs in basic skill areas should continue to be offered as a "sideline" to the total education program in a community.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

2. There exists a vast body of research available on adult literacy education. It is only a matter of digging it out and using it.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

3. Approximately 70 percent of identified materials for use in adult literacy programs is inappropriate for adults.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

4. Adult educators generally state long term goals or objectives while adult literacy students have immediate short-term goals or objectives.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

5. ABE teachers must possess the ability to convince the illiterate adult that developing mastery of basic skills is a slow process.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

6. The majority of ABE teachers are recruited from teachers in the local school system with training and experience in teaching the basic skills at the elementary level.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

7. An expressed need of ABE teachers is the need to understand psychological and sociological peculiarities of adult illiterates.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

8. Understanding of teaching methods and content to be taught is the most important concern of the ABE teacher.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

9. ABE teachers basically understand principles of transfer of learning and rather consistently place emphasis upon the process in learning.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

10. Research has shown that programmed material is of little use in the initial stages of adult literacy training.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

11. Tests normed for elementary and secondary school populations have generally been used for grouping adult literacy students.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

12. The greatest need in ABE is the need to establish sound, well designed programs for training teachers.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

13. Successful ABE teachers must subjugate their middle class value system and attitude in order to effectively work with illiterates.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

14. Teacher-made materials are not as important in teaching ABE students as they are in teaching youngsters.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

15. Standardized testing for initial placement is a necessary first step in ABE classes.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

16. Feedback to the adult learner is best provided with and through testing instruments.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

17. ABE teachers should individualize instruction rather than attempting to teach the group as a whole.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

18. ABE students usually have a good self-concept.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

19. Employment orientation information is a responsibility of the ABE teacher.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

20. Improvement of instruction for ABE students can be greatly enhanced by the use of teacher aides.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

21. ABE students can take responsibility for the operation of self-teaching machines or devices.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

22. A teacher aide in the room with the teacher during instruction is more harmful than helpful.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

23. An ABE student's family obligations need to be considered in his motivation for learning.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

24. An ABE student's social status affects his learning.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

25. ABE students have particular needs that make it necessary for a teacher to have special training for working with the ABE student.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

26. We as individuals tend to like only those persons whom we view as being like ourselves.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

27. Fear of failure on the part of new ABE students is one of the major causes of their dropping out of programs.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

28. The material presented by the instructor should be highly structured and presented in an authoritative manner.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

29. ABE students generally blame their failures on others rather than criticizing themselves.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

30. One of the main causes of unemployment among ABE students is the lack of dependability, which is often a characteristic of this group.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

31. Adult students have much more limited learning capacities than high school students.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

32. ABE courses are most effective when they are held in elementary or high school buildings.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

33. The ABE student needs to be given praise for his work even though it is poorly done.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

34. The administrators of ABE programs should bear much of the responsibility for training the ABE teacher.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

35. Successful completion of GED tests should be the principal goal of ABE programs.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

Survey Information for Proposed ABE Seminar in Eastern Wyoming:

Names of Possible Participants	Possible Participants' Addresses
_____	_____
_____	_____
_____	_____
_____	_____

At the present time I can't supply the names but we shall have at least _____ people in attendance.

Items I wish to have covered on the seminar agenda (Check any or all. You may add others.)

_____Methods, techniques, and devices for teaching adults
_____Communication skills' programs for ABE students
_____Employment orientation for ABE students
_____Family living for ABE students
_____Use of teacher aides in ABE
_____Display and demonstration of materials and equipment available for ABE programs
_____Guidance services for ABE students
_____Funding and administrative details in ABE programs

Other_____

_____

_____

Please return this form no later than December 18 to:

Glenn Jensen
Room 306, College of Education
University of Wyoming
Laramie, Wyoming 82070

RESULTS OF ABE SEMINAR
PARTICIPANT ATTITUDE SCALE
ABE INSTITUTE, POWELL

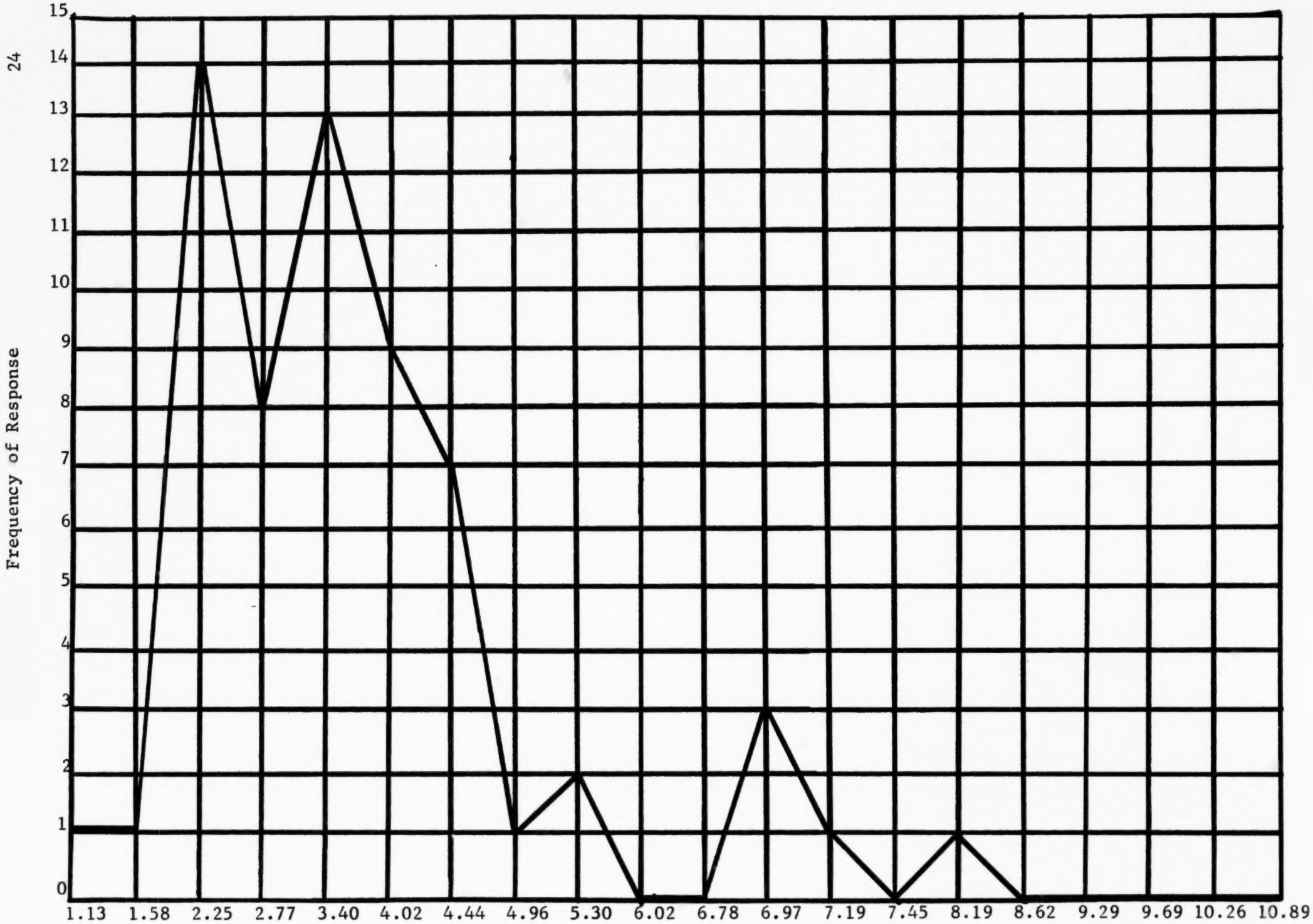
	Statement	Point Value	N	%
1.	It was one of the most rewarding experiences I have ever had.	1.13	1	6
2.	Exactly what I wanted.	1.58	1	6
3.	I hope we can have another one in the near future	2.25	14	78
4.	It provided the kind of experience that I can apply to my other situations	2.77	8	44
5.	It helped me personally.	3.40	13	72
6.	It solved some problems for me.	4.02	9	50
7.	I think it served its purpose.	4.44	7	39
8.	It had some merits.	4.96	1	6
9.	It was fair.	5.30	2	11
10.	It was neither very good nor very poor.	6.02	-	-
11.	I was mildly disappointed.	6.78	-	-
12.	It was not exactly what I needed.	6.97	3	17
13.	It was too general.	7.19	1	6
14.	I am not taking any new ideas away.	7.45	-	-
15.	It didn't hold my interest.	8.19	1	6
16.	It was much too superficial.	8.62	-	-
17.	I leave dissatisfied.	9.29	-	-
18.	It was very poorly planned.	9.69	-	-
19.	I didn't learn a thing.	10.26	-	-
20.	It was a complete waste of time.	10.89	-	-

Number of participants 18

Mean number of responses 3.9

Mean value rating 3.6

FREQUENCY DISTRIBUTION
ABE Institute at Powell November 22-23, 1968



EVALUATION OF ABE WORKSHOP FOR ADMINISTRATORS

Please indicate your response to the following items; and express your ideas for improvement.

Facilities:

Did you consider any of the following to be inadequate?

Building and room for class meetings. _____

Drinks and other items which were intended to add to your comfort. _____

Other physical plant. _____

Suggestions for improvement.

Materials:

Did you feel that you have received enough printed materials concerning ABE? _____

Did the guest lecturers or staff members accompany their lectures with adequate printed matter? _____

Suggestions concerning material which you would have liked to receive.

Presentation of Audio-Visual Material:

Did you feel that the selection of Audio-Visual material for the workshop was well chosen? _____

Did you feel that the use of the AV material added significantly to the presentations?

Suggestions for improvement.

Methods of Instruction:

What methods of instruction did you feel benefited you as a participant the most?

Whose presentation seemed to be most beneficial to you, and why?

Were you unhappy or bored with certain methods of instruction? Please indicate the type of instruction rather than the person presenting it.

What methods do you feel should have been used?

General Reaction to the Workshop:

The workshop has been very beneficial to me. _____

The workshop has been of some value to me. _____

At the present time I feel that the workshop has been inadequate as far as meeting my needs is concerned. _____

The one thing which has perplexed me most about the workshop has been--

Teacher Education and Selection:

What is your responsibility as an educator of teachers for your ABE programs?

Has the workshop benefited you concerning teacher education and recruitment?

What ways would you hope to increase your understanding of the problem?

Curriculum:

Has your knowledge of available material been increased by the workshop presentations?

What additional types of materials would you like to learn more about?

Financing, Budgets and Proposals:

In any of the above areas do you feel a need for additional information?

What specific items under this category do you need additional help with?

Understandings of Federal and State Responsibilities and Programs Concerning ABE:

Do you feel that the workshop has acquainted you sufficiently with your state and federal programs concerning ABE?

What additional information concerning ABE on the federal and state levels would you like to receive?

The Role of ABE Administrators Concerning Coordination, Administration and Innovation:

Has the workshop increased your understanding of your role concerning coordination, administration and innovation?

What additional desires for instruction do you have in any of these areas?

Students of ABE Programs:

Do you feel that the workshop has contributed to your understanding of the students of the ABE programs?

What additional information would you like to have, and how do you suggest obtaining this material?

Group Processes:

How well has the workshop increased your understanding of group processes?

What additional concerns about group processes do you have as an ABE administrator?

SEMI-ANNUAL ASSESSMENT

The specific objectives of the 1968 ABE Administrators' Institute held at the University of Wyoming June 17 - 28, 1968, were to help the participant to more effectively:

1) Plan, organize and conduct ABE programs

2) Develop understandings and insights into problems faced by ABE students

3) Plan and conduct teacher training institutes

4) Evaluate ABE programs for which you are responsible

1. Are you presently responsible for organizing and/or conducting an ABE program? Yes _____ No _____

2. Can you list one or more things you now do differently in organizing and/or conducting an ABE program which you did not do prior to June, 1968?

3. Where or how or what encouraged you to try a different approach as you listed above?

4. Do your students in ABE classes have any problems which are different from students in general Adult Education classes? Yes _____ No _____ Can you list one or more?

5. How long have you been aware of the great problems faced by ABE students?

6. Have you conducted a teacher training program of one day or longer since June, 1968? Yes _____ No _____
If not, are you planning one prior to June, 1969? Yes _____ No _____
What help or ideas for a teacher training institute did you receive from the 1968 Administrators' Summer Institute?

7. Have you conducted any kind of a systematic evaluation of your ABE program since June, 1968? Yes _____ No _____
If not, are you planning to do so prior to June, 1969? Yes _____ No _____
What help or ideas for evaluation did you receive from the 1968 Administrators' Summer Institute?

8. If you had it to do over again would you attend another such Institute as that conducted at Wyoming during the Summer of 1968? Yes _____ No _____

TABLE TOPICS FOR ADULT BASIC EDUCATION SEMINAR

1. What Should the ABE Teacher First Do At the First Class Meeting?

2. What Can the Teacher Do to Help Lessen the Drop-Out Rate In ABE Programs?

3. What Is the Role of the ABE Teacher in Advising Students?

4. What Community Resources Are Generally Available to the ABE Teacher Use and How Might These Resources Be Used?

5. What Use Might Be Made of Programmed Materials in ABE?

6. What Use Should Be Made of Tests in an ABE Class?

7. How Could the ABE Teacher Fully Individualize Instruction?

8. Does Adult Learning Differ From the Learning of Youth? If So, How?

9. How Can ABE Students Share In Planning Their Own Learning Activities?

10. How Might the ABE Teacher Best Use Audio-Visual Materials?

11. In What Ways Could Teacher's Aides Assist in Teaching ABE Students?

12. How Can We Encourage ABE Students To Want To Learn?

ABE in Community Centers
* A Curriculum Outline

1. What is ABE
   Most people tend to look upon an ABE class as instruction in the three R's.
   Our belief is that an ABE class is any classroom learning situtation in which an adult learns or acquires knowledge that will (help that person raise his standard of living) be basic in his everyday life situations. ABE can be a situation (in which the student learns something about any one or several of the following basic forms of understanding) in which the student develops understanding of any one or several of the following topics.
   a. Reading, writing, spelling and speaking
   b. Family relations
   c. Community living
   d. Home Economics classes, sewing, cooking, child care, home nursing, citizenship, grooming and personal hygiene, plus all other phases of home economics for the housewife.
   e. Manipulative skills in a very basic sense: Welding, cabinet making, general carpentry, weaving, basic electrical knowledge on the repair of light fixtures, the installation of an outlet and/or plug, minor plumbing repairs and installation.
   f. Community projects, i.e., the construction of a community building to be used by the community for social functions and possible ABE classes, a community water system, solving community health and sanitation problems.

2. The Role of the Community Center and Community Action Programs
   a. Community Action Programs and their coordinator have special functions to each of the communities in which they are organized. One of the functions of local steering committees set up by C.A.P. is to canvas the community, speak with the leaders and other persons representing the various ethnic groups, economic and social levels,to decide what types of classes would be most beneficial to the community, to determine the number of possible students who would be interest in ABE classes, i.e., reading, writing, spelling, arithmetic, the academic phase. Once this is estimated, the local school board and/or other organizations or educational institutions funded by O.E.O. for the purpose of carrying out ABE classes will have some idea of how to plan a budget, hire teachers, locate classroom space and prepare a curriculum guide line that will at least partially meet the needs of the students and community.
   b. The director of any ABE class in a community should work as closely as possible with coordinator or director of the local steering committees whenever possible. When there is unity and cooperation between these two and the community, most ABE programs are usually quite successful.

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* A curriculum outline should be adapted to meet the needs of the community rather than the wishes of the superintendent or Center director
By W. Jimmy LeRoy and W. Jack Gilson

3. Teacher training and the ABE program.
   a. The success of most ABE programs and classes depends on two things, the teacher and the curriculum. Working with his or her local steering committee,a Center director may plan the best curriculum possible for the community, completely flawless, but because of personal attachments a teacher can be hired who knows nothing about the students in the community and who is so academic minded that the curriculum becomes worthless.
   b. The teacher must have a feeling for the community and an understanding of the subject matter to be used in the classroom. The teacher must be able to adapt the materials used in the classroom to the ability to learn for each student in the class. It is imperative the teacher consult with the Center director whenever there are problems in the classroom that deal with administration disciplinary matters.

4. Goals of the Curriculum in ABE classes.
   a. The primary goals of any ABE program should be to bring the students' employability up to a point where that student becomes eligable for a better job.
   b. Because of the regulations of the funding agencies, there has to be strict screening in the selection of the students who enter most of the ABE programs. Where there are ABE programs in which the students are paid stipend, it is especially true that a selection should be made and the student who is in most need of help and who has the potential to benefit from ABE training must be chosen. In some programs where there is available space in the classroom, students may attend class as non-stipend trainees.
   c. In programs designed to take students from zero grade through grades six or eight, the goal of the curriculum should be to prepare the student for a higher level of training, O.J.T., M.D.T.A. or other programs set up for the purpose of seeing that the students' education or training is continued until the student can compete with other citizens in our economy orientated society.

5. It is understood that what has been said here is NOT a hard and fast rule that can be applied to all ABE programs. It is reiterated that the Center director should be aware of the problems in his area, plan his curriculum to meet the needs of the community and to hire personnel that is at least in part dedicated to the task of doing whatever possible to fulfill the goals set up to help the community.

WHO AM I?

I am an educator, because I believe in the infinite value of mankind. I know that learning is necessary for survival and happiness.

I am a resource person for teachers: One who is sympathetic, willing, and capable of aiding other teachers.

I am a friend, who believes that teachers try to do good teaching, and that they can often find paths toward improvement and self-found answers to their problems.

I am a follower often of those who help me grow professionally and personally.

I am a leader, whenever I am competent enough to help a questing follower.

I am an informed citizen of my community, state, nation and world.

From "Supervision In Action"
By Reba M. Burnham and Martha L. King

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on Adult Education